CHAPTER I

INTRODUCTION

This chapter presents the discussion of some problems related to the topic which is studied. This chapter discusses research background, research question, scope and limitation, objective and significant of the study, previous study and key terms definition.

A. Research Background

College is an educational element for students after graduating from Senior High School. Having education at college is an important thing for young generations because college is a place where they can explore materials and are given more chance to be active in teaching learning process in the class.

However, college surely wants the best inputs because this process which will determine students' future because most people will take their carrier in the field they take at college. Then, it can be said that college becomes students' future determiner.

Suryabrata states that There are at least four reasons that the college should be selective in admission test.[1] First, future leaders of society should possess necessary qualities so they can be real leaders. It is not all pre-college students possess. College period is a place to improve and gain those necessary qualities for the future leaders. In countries which are still growing

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[1] Suryabrata S, *Pengembangan Alat Ukur Psikologis*,(Jogjakarta: andi offset,2005) 41-45

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in process such as Indonesia, the opportunity to learn in college is lack. Therefore, the little chance to study in college must be given to the most qualified pre-college students. Third, the selection system in college gives opportunity to gain valuable talent human, so, the potential of valuable human talent who join the selection at college will not be wasted. Fourth, it is known that college education is very costly education, therefore it should be used efficiently by possible students to get success in learning.

College Entrance Test aims to recruit and filter pre-college students who have the academic ability to enroll in college in accordance with the deadline set. Thus, the selection is essentially a kind of prediction, and it is usually associated with the academic results. This is in line with Kerlinger who explained that "there are many people who use the test for prediction purposes in order to filter and to select potential candidates that are successful in the educational field and jobs".[2] Therefore, consideration of the test effectiveness is as a tool to predict student success after accepting to study at college. It means that, those who are accepted because successfully gain highest score in college entrance test, they later will more likely to show satisfactory academic success which operationally is often expressed in the form of a high *Grade Point Average* (GPA). The base of this consideration is that the candidates who are most likely to succeed, they must be accepted, because these are the talent human that have the right more to obtain the opportunity to enjoy the limited higher education.

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[2] Kerlinger, Fred N, *Foundation of Behavioral Research*, (Fort Worth, TX : Harcourt College Publishers,2000) 24

To filter pre-college students who will take education in the college, there are many ways provided either by the Indonesian goverment or the internal institution of college. From the Indonesian goverment, there are *Public College Entrance Selection Test* (SBMPTN), *Interests And Abilities Exploration Test* (PMDK), *Pre-College Students Entrance Test Of Public Islamic College* (SPMB-PTAIN) and others. Whereas, internal institution of university also conducts selection namely *Pre-College Students Selection Test* (SPMB).[3]

Joshua argued that test is one of criterion for judging the excellent education[4]. There are many kinds of test depending on the test purpose itself such as evaluating purpose from what has been taught and for knowing the qualiaty of the students. The collage entrance test is an example of a test which has purpose to select or filter the pre-collage students then taking them program based on the quality possessed by them. In the collage entrance test, the pre-college students are given 3 choices program which they want to be studied. Then, by the score they are gotten, the collage entrance test executant will decide who are accepted and which one the suitable program for them based on their capability.

From the explanation above, it can be infeered that the College Entrance Test result gives significant effect toward college students, because by their score there are gotten, they will be determined by the college whether

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[3] www.uinsby.ac.id taken at 23 January 2016.
[4] Joshua Aronson, *IMPROVING ACADEMIC ACHIEVEMENT*, *Impact Psychological Factors on Education*, (New York: Academic Press, 2002) 64

they are accpepted or rejected and it also will determine the program they are going to study. Therefore, the urgensity of creating accurate tests have to be arranged based on the a good test concept. Where, in this case, there are many aspects that must be noticed which all of them are becoming one in validity, reliability, practicality and authenticity test concept.[5]

Dealing with the explanation above that College Entrance Test can become one of the predictors of pre-college students' achievement, this disscussion focuses on the concept of validity where it is including into one kind of various validity ,criterion-related evidence[6]. So that it is important to know the validity of College Entrance Test toward students' achievement, it means that if the college students got big score in College Entrance Test, they will also achieve a big score in their academic achievement. Eventhough, there are many aspects that influence students' achievement in their academic, the conducting research is applied to know the quality of the College Entrance Test to predict the students' achievement.

The research was conducted in UIN Sunan Ampel Surabaya exactly English Teacher Education Department (PBI). SPMB qualification test is arranged and conducted by internal institution of the college. In UIN Sunan Ampel Surabaya, It is consisting of few materials : general science, language competence (English and Arabic) and religion material. But, to get more focus research, the test score is only taken from langauge competence, it is because language matereial becomes the main criterion in acception and

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[5] H Douglas Brown, *LANGUAGE ASSESSMENT, Principles And Classroom Practices*,(London: Pearson Longman, 2003) 19
[6] Ibid, 24

rejection in language program including English Teacher Education Department (PBI). To know the level of predictive validity of the College Entrance Test to predict the students' achievement, the students' achievement in first semester is becaming the measurement. The students' achievement is only focused to the Intensive Course (IC) scores of English Teacher Education Department (PBI) in the first semester.

The students of Teacher English Education Department (PBI) who were received through SPMB Qualification test get a period where they are taught by their lectures. this period is a time where the students improve their ability in English and by the scores they were gotten in SPMB qualification test, they were expected to be able to pass the test of Intensive Course (IC) and earn good academic achievement.

In this research, the researcher acknowledges that there are many aspects that influence students' academic achievement in college. This is because college period is a period where someone explores his personality and knowledge by many ways such as by joining intra-organization of college or extra-organization. In this period, parents give more chance to thier children in their social interaction. However, the researcher does not include those aspects to the research because the purpose of conducting the research is only to know the level of predictive validity of the College Entrance Test as predictor of pre-college students who want to study in college especially for language program including English Teacher Education Department (PBI).

The acception and rejection system in language program including for English Teacher Education Department (PBI) of UIN Sunan Ampel Surabaya is by accumulating all scores in 3 materials of SPMB qualification test. but, according to the officer of UIN Sunan Ampel Surabaya central office, even the acception and rejection system is by uisng accumulating all scores in 3 materials of SPMB qualification test, the main scores to be criterion in language program including for English Teacher Education Department (PBI) is language test score. Therefore, this research focuses on the college entrance language test scores. To know the level of predictive validity of the college entrance language test is by knowing the correlation between college entrance language test scores and Intensive Course (IC) scores of English Teacher Education Department (PBI) in the first semester.

In other side, the researcher assumes that the students who are accepted in English Teacher Education Department (PBI) through SPMB Qualification test and they are gotten high scores Intensive Course (IC) score, there have been few aspects which influence them thus they can get high scores in Intensive Course (IC). the achievement they get, not only because the scores they got in SPMB qualification test.

B. Research Questions

1. What is the correlation between college entrance language test of UIN Sunan Ampel Surabaya and Students' achievement of English Teacher Education Department (PBI)?

2. What is the predictive validity of college entrance language test scores toward students' achievement of English Teacher Education Department (PBI)) who were accepted throgh SPMB qualification test?

C. Objective of The Research

Seing to the research question, the objective of the research is to see the correlation between college entrance language test of UIN Sunan Ampel Surabaya and Students' achievement of English Teacher Education Department (PBI) therefore the predictive validity of college entrance language test scores toward students' achievement of English Teacher Education Department (PBI) who were accepted throgh SPMB qualification test will be known.

D. Hypothesis

Ary defines hypothesis as tool that is used in the research process, no ends of research.[7] It means that hypothesis is only researcher's prediction which presents researcher's expectations about a significant difference from variables. This research hypothesis is college entrance language test as one of materials tested for pre- college students who want to study in UIN Sunan Ampel Surabaya becomes media to filter the qualified and the best pre-college students especially pre-college students for English Teacher Education Department (PBI). This test also predicts the academic achievement of the students who are received in English Teacher

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[7] Ary Donald, *Introduction To Research In Education: 8th Edition* (USA: Wadsworth Cengage Learning, 2010), 82

Education Department (PBI) in the future after they had been gotten teaching learning process. Therefore, the researcher assumes that students who got high scores in college entrance language test will more likely get high scores also in Intensive Course (IC) in the first semester, remembering that Intensive Course (IC) is a course which focuses on the all English skills in the first semester. So there is correlation between those two variables where college entrance language test scores as the independent variable and Intensive Course (IC) score is dependent variable. The hypothesis used in this study is 2 side hypotheses.

1. Null hypothesis (H^0)

   The level of predictive validity of the college entrance language test is catagorized as low correlation. It is when the result shows under 0,40

2. Alternative hypothesis (H^1)

   The level of predictive validity of the college entrance language test is catagorized as high correlation. it is when the result shows more then 0,40

The more detail, the researcher in catagorizing correlation uses guidence presented by Sugiyono,[8] it is below:

1.1 **The Guidence of Determining Correlation**

R	Correlation Criteria
0,00 - 0,199	Very low
0,20 - 0,399	Low

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[8] Sugiyono, *Metode Penelitian Kuantitatif,Kualitatif, Dan R&D*, (Bandung: Alvabeta, 2011), 184

0,40 - 0,599	Average
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

To simplify in determining the correlation between college entrance language test scores and Intensive Course (IC) scores, the researcher devides the guidence of determining correlation above in two kinds, low and high. It is catagorized as low correlation when the result is under 0,40 and it is catagorized as high correlation when the result is more then 0,40. However, in catagorizing the result, even the researcher catagorizes the result in two kinds, the researcher constantly will explain the result including into one of correlation criteria in the table 1.1.

E. Significant of The Reseach

The significance of this research is for the UIN Sunan Ampel Surabaya exactly the institution handling the College Entrance Test especially in language material, after obtaining the result of the research, whatever the result, the institution which has role management in making the college entrance language test in UIN Sunan Ampel Surabaya will know whether the college entrance language test has whether high or low level of predictive validity in term of predicting the students' achievement.

So there will be evaluation in case predictive validity in the college entrance language test.

F. **Scope and Limits of The Research**

This research focuses on the students' college entrance language test score in UIN Sunan Ampel Surabaya academic year 2014-2014 and their achievement in English Teacher Education Department (PBI) academic year 2014-2015. Student's achievement at college is marked in the form of *Study Result Script* (KHS). So, to know the level of predictive validity of the college entrance language test, the scores of the college entrance language test will be correlated with the scores of Intensive Course (IC) in the first semester in English Teacher Education Department (PBI) gotten from *Study Result Script* (KHS). The Intensive Course (IC) scores are taken from students who were accepted trough SPMB Qualification test.

G. **Key Terms**

Below are the definitions of key terms in the research:

1. Predictive Validity: Predictive validity is the extent to which performance on a test is related to later performance that the test was designed to predict[9]. It means that, the test in college entrance language test is for predicting the quality of pre-college students who will be accepted in English Teacher Education Department (PBI) whether they are able to get standard scores of pass students criterion

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[9] H Douglas Brown, *LANGUAGE ASSESSMENT, Principles And Classroom Practices*,(London: Pearson Longman, 2003) 24

or they more likely to get high scores. For example, students sometimes join toffle preparation class before join the real toffle test. In the end of the class, the test is made to predict the students' capability in joining the real toffle test. The toffle preparation test scores is becoming the predictor variable while the scores of the toffle test is becoming the criterion variable. It is concluded that if the tester passes the toffle preparation test, he/she should be ready to join the real toffle test. In other words, if the toffle preparation test scores could predict the real toffle test scores, the toffle preparation test is claimed to have a high level of predictive validity.

2. College Entrance Language Test of UIN Sunan Ampel Surabaya: is one of test materials conducted by internal institution of UINSA Surabaya to filter the pre-college students.

3. Intensive Course (IC): Integrated English skills course which have 8 Credits (SKS) in the first semester in English Teacher Education Department (PBI).

4. Student's Achievement: "the extent to which a student has achieved their educational goals."[10]

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[10] Arthur Hughes, *Testing for Language Teachers*, *Second Edition* (united kingdom: Cambridge university press, 1989) 32